



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

48 E. Pennington St., Tucson, AZ 85701

Tucson Small School Project

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Highly Performing
2004-05	Performing
2003-04	N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Carolyn Brennan
 Schedule : 07:30 AM to 04:30 PM
 Grades : 9-11
 Web Address : www.cityhighschool.org
 Phone Number : (520) 623-7223
 Fax Number : (520) 547-0680
 E-mail : carrie@cityhighschool.org

Mission

City High School strives to be a community of learners in which all members use their minds well and care about one another. We engage with challenging academics and the unique resources of our city and region in order to become active citizens and responsible stewards of our world.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Met
2003-04	N/A

School Improvement Status ^(b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Personalization:
City High School will be a learning environment in which every student is known well, feels valued, and receives individual support for their success.
- ü Challenging Academic Curriculum:
All students will engage in rigorous learning experiences that require them to use their minds well. The program will prepare students for college entrance and will be aligned with state university admissions.
- ü Community Connections:
The school will be a community in which students, staff, and families are active and welcome members that connect with partnership organizations and the community through course work, service learning, and internships.
- ü Student Leadership:
All students will learn and experience the democratic process through active participation in their school and community. Students will develop the confidence and empathy to speak their minds, to act, and to lead others.

Enrollment

October 1, 2005 School Year Student Enrollment : 121
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 125

Instructional Programs

- ü Math, Science, Humanities, Spanish
- ü City Works: Service Learning Program
- ü Arts Electives
- ü Fitness Electives
- ü Student Advisory Program
- ü Student Government; Peer Justice Panel

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/17/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The teachers and staff are dedicated to providing the best possible education for every child. Every student is connected with a certified staff member who serves as the student's advisor. The advisor is the primary liaison with the family to discuss a student's progress. This structure helps to personalize the school and make it more accessible for parents.

Parents

Parents are responsible for informing the school of any absences of late arrivals/early dismissals. Parents are required to participate in a minimum of 2 student conferences each year with their child and their child's advisor. Parents are encouraged to get involved in school governance by serving on the Community Advisory Council or volunteering with the Parent-Teacher Organization and to attend various school events throughout the year.

Transportation Policy

Students commute with family members, take public transportation, walk, or bike to school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Arizona Dept of Education Spotlight on Success Award	2006
ü 40 Under 40 Leadership Award for Principal	2006
ü Two Teen Columnists for Tucson Citizen Newspaper	2006
ü National Board Certification Recipient for Lead Teacher	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	50	71130	93	93	95	698	698	701	22	22	23	4	4	13	66	66	51	8	8	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	23	35465	88	88	96	692	692	702	26	26	21	4	4	13	65	65	53	4	4	13
Male	27	27	35648	96	96	94	702	702	701	19	19	24	4	4	12	67	67	50	11	11	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	14	14	25103	93	93	95	691	691	685	43	43	34	NA	NA	16	50	50	45	7	7	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	31	31	36075	94	94	95	700	700	715	16	16	12	6	6	9	68	68	58	10	10	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	47	47	65268	96	96	98	700	700	705	19	19	19	4	4	12	68	68	54	9	9	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	22	22	22957	88	88	93	695	695	685	23	23	34	5	5	17	68	68	44	5	5	5
Non-Economically Disadvantaged	28	28	48173	97	97	96	700	700	709	21	21	17	4	4	11	64	64	55	11	11	18

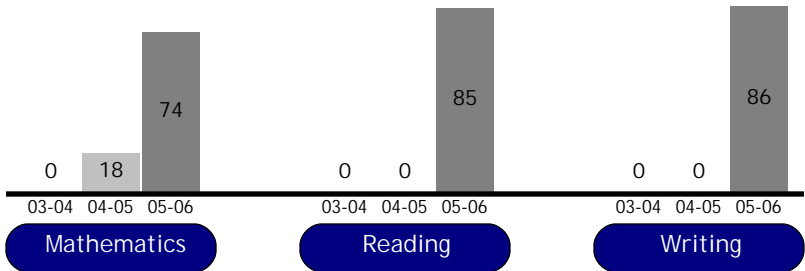
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	53	73018	93	93	97	726	726	703	2	2	6	13	13	23	74	74	64	11	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	27	36181	93	93	97	727	727	708	NA	NA	4	15	15	21	81	81	65	4	4	9
Male	26	26	36816	93	93	96	725	725	699	4	4	7	12	12	24	65	65	62	19	19	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	14	14	25801	93	93	96	719	719	683	7	7	10	7	7	34	79	79	53	7	7	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	33	33	37024	92	92	97	729	729	721	NA	NA	2	15	15	12	73	73	73	12	12	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	49	49	65848	96	96	98	733	733	708	2	2	4	6	6	20	80	80	67	12	12	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	23	23	23912	85	85	94	722	722	681	NA	NA	10	13	13	36	87	87	52	NA	NA	2
Non-Economically Disadvantaged	30	30	49106	100	100	98	729	729	714	3	3	4	13	13	16	63	63	69	20	20	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	55	72810	96	96	96	705	705	685	5	5	6	9	9	30	71	71	58	15	15	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	27	36111	93	93	97	723	723	695	NA	NA	4	4	4	23	78	78	65	19	19	8
Male	28	28	36678	100	100	95	689	689	674	11	11	9	14	14	36	64	64	52	11	11	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	14	14	25735	93	93	96	704	704	669	7	7	10	14	14	41	57	57	48	21	21	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	35	35	36915	97	97	97	710	710	697	3	3	3	9	9	21	74	74	67	14	14	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	49	49	65739	96	96	98	713	713	689	2	2	4	8	8	27	73	73	62	16	16	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	25	25	23814	93	93	94	704	704	667	4	4	10	12	12	41	72	72	47	12	12	2
Non-Economically Disadvantaged	30	30	48996	100	100	97	706	706	693	7	7	4	7	7	24	70	70	64	17	17	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	--	42	86	63	63	51	95	70	70	52
	Language	--	--	--	42	86	60	60	50	95	65	65	50
	Mathematics	--	--	--	63	88	50	50	50	95	48	48	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 1 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School fundraising
- Ü School policies
- Ü Review of school goals/progress

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	10.00
Other Professional Staff	.00	Teacher Aide	.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	3	0	0
4 to 6 years	0	2	0	0
7 to 9 years	2	0	0	0
10 or more years	0	3	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	15%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü mobile computer labs; wireless internet
- Ü library
- Ü multimedia technology resources
- Ü lunchroom with catered meals

Extracurricular Activities

- Ü photography and yearbook classes
- Ü yoga, karate, and dance classes
- Ü glass blowing elective
- Ü co-ed basketball team
- Ü chess club
- Ü bike riding class
- Ü drama class
- Ü school newspaper club

Social Services

- Ü academic support services
- Ü full-time intervention counselor
- Ü part-time college counselor
- Ü evening parent workshops

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü City High School teaching staff were chosen to present three sessions at a national conference on school reform. The sessions focused on senior internships, developing school-community partnerships, and engaging students in interactive storytelling.
- ü The City High School principal was chosen to present at two Arizona Dept of Education conferences on high school renewal. The sessions focused on the school's student advisory program and the school's collaborative professional development program.
- ü City High School received a Learn and Serve grant for the second year to support the school's service learning program, City Works. A team of students and teachers represented the school at the statewide Learn and Serve leadership camp.
- ü City High School received a grant for the second year from the Arizona Heritage Project to support local history projects in the humanities curriculum. The funds allow for deeper student exploration of Tucson's rich past.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	90	95	94	95
Promotion Rate ⁵	81	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school has a well-defined discipline policy that outlines the levels of infractions and communicates clearly the likelihood of expulsion for extreme offenses, including physical fighting, intimidation/bullying, possession of a weapon, and gang-related behavior. The school's expectations are discussed with students and parents. We are working hard to establish a positive school environment and have had minimal incidents requiring outside intervention during the school's first two years.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Carrie Brennan	(520) 623-7223
Transportation Policy	Carrie Brennan	(520) 623-7223
Community Resources	Elliott Lax	(520) 623-7223
School Nutrition Programs	Brett Goble	(520) 623-7223
Parent Organization	Carrie Brennan	(520) 623-7223
Student Health/Nurse	Lynn Schneuker	(520) 623-7223

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.